

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

Frazier Park Elementary

Address: 3149 San Carlos Trail
Principal: Charles Mullen

Phone: (661) 245-3312
Grade Span: TK-4th

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information – Most Recent Year

District Name	El Tejon Unified School District
Phone Number	(661) 248-6247
Superintendent	Rodney Wallace
E-mail Address	rwallace@el-tejon.org
Web Site	http://www.el-tejon.k12.ca.us/

School Contact Information – Most Recent Year

School Name	Frazier Park Elementary School
Street	3149 San Carlos Trail
City, State, Zip	Frazier Park, CA 93243-0876
Phone Number	(661) 245-3312
Principal	Charles Mullen
E-mail Address	cmullen@el-tejon.org
Web Site	http://fp.el-tejon.k12.ca.us/
County-District-School (CDS) Code	15751680000000

School Description and Mission Statement – Most Recent Year

Frazier Park School is a delightful campus sandwiched between two mountains high above and a forever away from the hustle and hassle of city living. Newly remodeled, the teachers at Frazier Park School bring applied technology into the new and spacious classrooms. The seasoned and passionate staff has worked tirelessly to help the school recover from the devastating economic times suffered by the entire region. With economic stability, this precious gem of the mountain is situated to not just survive, but thrive.

It is the mission of Frazier Park School to provide positive learning experiences that empower all students to become successful, lifelong learners. Every child at Frazier Park School is treated as an individual with specific needs. We provide programs that help address those needs, such as Special Education, English language development, and speech therapy.

Each grade level is developing common formative assessments to measure student achievement of the new Common Core State Standards. Each student's progress toward essential standards is reflected in the standards-based-reports cards that were developed by the teaching to correlate with the California state grade level standards. This ensures that all students at Frazier Park School progress through each grade acquiring the necessary skills to matriculate to the next grade.

Teachers engage in Professional Learning Communities (PLCs) on a weekly basis. Students are also divided into three levels based on diagnostic reading assessments and receive intensive intervention three times a week. All students are assessed multiple times a year using the STAR Enterprise Reading and Math assessments, which are aligned with the new Common Core State Standards, to monitor growth.

Come to Frazier Park School when you are willing to learn, contribute, and be decent to one another. If you want less, less is all over the place.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	53
Grade 1	39
Grade 2	51
Grade 3	58
Grade 4	50
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Total Enrollment	251

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	2.8%
Asian	0%
Filipino	0%
Hispanic or Latino	35.1%
Native Hawaiian or Pacific Islander	0%
White	54.6%
Two or More Races	6%
Socioeconomically Disadvantaged	73.7%
English Learners	20.7%
Students with Disabilities	9.2%
Foster Youth	0%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	11	12	11	36
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90.32%	9.68%
All Schools in District	96.45%	3.55%
High-Poverty Schools in District	96.45%	3.55%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: 2016-January

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading-Houghton Mifflin/2003 Get Set for School-My First School Book-Handwriting without Tears/2013	Yes	0
Mathematics	California Math Expressions V1 & V2-Houghton Mifflin/2015	Yes	0
Science	California Science-Scott Foresman/2008	Yes	0
History-Social Science	Reflections-Harcourt/2007	Yes	0
Foreign Language	NA	NA	0
Health	NA	NA	0
Visual and Performing Arts	NA	NA	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements – Most Recent Year

Frazier Park School serves Transitional Kindergarten through fourth grade. It was built in 1963, and has grown to include 18 education classrooms including two Special Education classroom, two computer labs, a library, a health office, a multipurpose cafeteria, a staff lounge, a textbook storage room and a school office.

All rooms have cooling/heating systems; the heating/cooling system in the cafeteria was updated in 2003 to increase efficiency and effectiveness, as was the heating and lighting systems in many of the classrooms.

The custodial/maintenance staff consists of one full-time and one part-time custodian, one part-time groundskeeper, and one part-time maintenance worker, whose hours are staggered throughout the school day, as well as before and after school hours.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Student safety on campus is important to us. There is always staff supervision on the playground 20 minutes before school begins in the morning, during all recesses, and in the cafeteria at lunchtime.

Staff supervision of bus loading and unloading before and after school is always provided. In 2005, local voters approved Bond Measure E, which will replace portable buildings with fully equipped permanent classrooms.

New Classroom Wings have been completed. State Modernization Options are currently being reviewed for one older wing.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: 2015-October

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Very few stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1 broken fountain in the cafeteria.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: 2015-October

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	18%	25%	44%
Mathematics (grades 3-8 and 11)	18%	19%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	57	95%	47%	30%	14%	9%
Male		29		66%	21%	10%	3%
Female		28		29%	39%	18%	14%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		20		60%	30%	5%	5%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		32		41%	28%	22%	9%
Two or More Races		2		no data	no data	no data	no data
Socioeconomically Disadvantaged		39		54%	31%	10%	5%
English Learners		14		57%	29%	7%	7%
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	50	96.2%	76%	12%	10%	2%
Male		28		86%	11%	4%	0%
Female		22		64%	14%	18%	5%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		19		89%	5%	5%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		26		73%	12%	12%	4%
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		32		84%	9%	6%	0%
English Learners		9		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	57	95%	39%	39%	19%	4%
Male		29		45%	38%	14%	3%
Female		28		32%	39%	25%	4%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		20		50%	45%	0%	5%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		32		31%	34%	31%	3%
Two or More Races		2		no data	no data	no data	no data
Socioeconomically Disadvantaged		39		46%	33%	18%	3%
English Learners		14		50%	43%	0%	7%
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	50	96.2%	40%	48%	12%	0%
Male		28		54%	32%	14%	0%
Female		22		23%	68%	9%	0%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		1		no data	no data	no data	no data
Hispanic or Latino		19		58%	42%	0%	0%
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		26		31%	46%	23%	0%
Two or More Races		1		no data	no data	no data	no data
Socioeconomically Disadvantaged		32		41%	50%	9%	0%
English Learners		9		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

Parental involvement is strongly encouraged at Frazier Park School. When parents are able to volunteer in their student's classroom, both the teacher and the students receive much needed help and the students see that their education is important to their parent as well. Everyone benefits as parent involvement increases. When parents arrive to volunteer at the school, please check in at the office, sign in in our volunteer log and get a volunteer badge before going to the classroom.

Another way that parents can get involved here at Frazier Park School is through the 2nd Grade Reading Program. This is a Kern County sponsored program designed to help struggling readers improve their reading ability. In just its second year of implementation we have seen tremendous results and look forward to continued improvement as our volunteers increase in coordinator at 661-245-3312 or you can email Mr. Forrester at mforrester@el-tejon.org.

We also have an active Frazier Park School PTSO organization that we encourage parents can get involved in. Meetings are held the first Tuesday of every month in the staff lounge next to the office. For further information please contact Wendy Watson, the PTSO President at 661-874-9541.

We have the usual English Language Acquisition Committee (ELAC), School Site Council (SSC), and all sorts of District committees that seek parental involvement.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	1.61%	0.67%	0%	8.13%	3.61%	3.41%	5.07%	4.36%	3.8%
Expulsions	0%	0%	0%	0%	0%	0%	0.13%	0.1%	0.09%

School Safety Plan – Most Recent Year

Students and staff participate in regularly scheduled fire, disaster training, active shooter, and lockdown drills. The Kern County Fire Department assesses the adequacy of emergency procedures and conducts yearly school safety inspections, all in accordance with a comprehensive School Safety Plan developed by a committee of staff and community members, which is updated annually. Additionally, Frazier Park School and all schools in the El Tejon Unified School District now participate in a statewide emergency drill known as the “Great Shake Out.”

Included in the School Safety Plan is a specific Emergency Plan that addresses emergency preparedness, and is in compliance with California Standardized Emergency Management Systems (SEMS). This plan was developed in cooperation with local officials, and includes specific courses of action to be taken in case of an emergency. Emergency supplies are kept in each classroom, and school-wide emergency supplies are also maintained in a shipping container on campus. All plans were last reviewed and updated in October 2015.

On a daily basis, yard and cafeteria supervision is provided by both classified and certificated personnel. In order to provide maximum security for all students, all visitors must report to the school office to obtain visitor passes. All classroom doors remain locked during school hours. Additional measures are taken each time a lockdown drill is conducted. We are fortunate to have the assistance of our local Sheriff Department that assists us in our efforts to be prepared in any emergency.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate – English Language Arts	Yes	Yes	
Met Participation Rate – Mathematics	Yes	Yes	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	No	No	
Met Graduation Rate	N/A	Yes	

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2013-2014
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	7	7	no data	21	7	7	no data	20	7	14	no data
1	30	no data	7	no data	28	no data	7	no data	20	14	no data	no data
2	34	no data	no data	7	27	no data	14	no data	20	no data	14	no data
3	33	no data	2	5	26	no data	14	no data	25	no data	14	no data
4	28	1	10	4	21	1	14	no data	29	6	14	no data
5	31	2	1	7	no data	no data	no data	no data	18	no data	no data	no data
6	30	4	2	11	no data	no data	no data	no data	no data	no data	no data	no data
Other	20	7	7	no data	16	6	7	no data	no data	no data	no data	no data

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.10	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist (non-teaching)	0	N/A
Other	NA	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,542.13	\$734.98	\$5,807.15	\$64,359.30
District	N/A	N/A	\$7,454.10	\$65,087
Percent Difference – School Site and District	N/A	N/A	-22%	-1%
State	N/A	N/A	\$5,348	\$59,460
Percent Difference – School Site and State	N/A	N/A	9%	8%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014–15)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title III (EL Programs)
- Title IV (Safe and Drug-Free Schools and Communities)
- English Language Acquisition Program (ELAP)
- School Improvement Program (SIP)
- Special Education
- Dollar General Grant in conjunction with RIF
- Reading Bobcats (SSC)
- Boys and Girls Club (After school program)

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,043	\$38,953
Mid-Range Teacher Salary	\$56,805	\$57,103
Highest Teacher Salary	\$73,221	\$74,127
Average Principal Salary (Elementary)	\$76,615	\$90,225
Average Principal Salary (Middle)	\$78,912	\$98,146
Average Principal Salary (High)	\$85,882	\$97,758
Superintendent Salary	\$116,000	\$117,803
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development – Most Recent Three Years

Professional development throughout the El Tejon Unified School District is structured around the goals and objectives outlined in the school site's Single Plan for Student Achievement. Training and curriculum development revolves around the California Common Core State Standards (CCSS) and frameworks, and is focused on student and teacher needs. For the previous three school years, five days were dedicated for staff development covering topics including:

- Transition into the Common Core State Standards
- Differentiated Instruction
- Instructional Strategies for All Students
- Emergency Preparedness and Safe Schools

This year, two days have been dedicated toward Professional Development the district's focus will be on curriculum for the Common Core State Standards (CCSS).

Administrators have been trained in Professional Learning Communities, and in transitioning into the new CCSS. They will guide teachers in working collaboratively on data analysis, improving student achievement, pacing calendars and grade level standards alignment.

The El Tejon Unified School District supports the efforts of all teachers new and veteran to gain the experience, knowledge and skills to be effective leaders in the classroom through a range of programs. Formative Assessment for California Teachers (FACT), a State-sponsored program, is designed for first and second year credentialed teachers and provides skills assistance and reflective practices that are implemented over a two-year period. All staff members both certificated and classified are encouraged to attend professional workshops and conferences. Opportunities for observations of best practices is promoted within the District, teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Superintendent of Schools Office, other schools solving educational puzzles in common, educational conferences, technology seminars, as well as continuing education opportunities offered through local colleges and universities.

This SARC report was compiled on 02/10/16 with version 16.0.1e by

Multiple Measures, LLC
www.k12multiplemeasures.com